

Grade 6 Music/Art:

Group Graphic Compositions Inspired By Artwork

The Ontario Curriculum: The Arts 1-8

Julie Malcolm, Caradoc Public School

Duration: 4 lessons over 5 or 6 classes - 70 mins, 40 mins, 40+40 mins, 40 mins

What do we want students to learn?

Students will: Apply the creative process to create and perform music for a variety of purposes. Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences (*Overall Expectations-Music*)

Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences (*Overall Expectations-Visual Art*)

Specific Expectations - Music

C1.2 apply the elements of music when singing and/or playing, composing, and arranging music to create a specific effect

C1.3 create musical compositions for specific purposes and audiences

C1.5 demonstrate an understanding of standard and other types of musical notation through performance and composition

C2.3 identify and give examples of their strengths and areas for improvement as composers, musical performers, interpreters, and audience members

Specific Expectations - Visual Art

D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic

D2.1 interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey

Prior Learning

Prior to this lesson, students will: have acquired a basic understanding of the Fundamental Concepts of music introduced up until now, be ready to use those concepts in a new context. They know what a soundscape is and have created them as a full class with teacher and student conductors. They will have reviewed the elements of design (line, shape and form, space, colour, texture, value) in their art class earlier in the year.

How will we know students have learned it?

Success Criteria/Culminating Tasks

- Performance of graphic notation compositions (applies known and understood content, expresses ideas through music and written critical response)
- Foldable organizer (uses planning skills, interpretive skills, vocabulary, transfer of art knowledge to music)

Assessment Tool(s):

- check for foldable completion (sample is provided)
- informal anecdotal comments post-first-performance (peer)
- recorded feedback of performance (technology)
- self-reflection continuum
- rubric for performance/score (decided on with students, sample is provided)
- group assessment including any score revisions (group)

Abstract

Creativity Mini Unit Proposal
J. Malcolm July 13 2011

Grade 6 Music-Visual Art Unit

Overview

This unit will allow students in groups of 3-4 to explore an existing piece of visual art and create a soundscape in response to it.

Lesson 1. Students will choose from existing works the visual art teacher has on hand (extensions: bring in own, search online).

Complete a 3-column foldable (graphic organizer), brainstorming in each section:

- 1) visual observations using knowledge of the principles of design
- 2) feelings, impressions, and interpretations of the artwork and
- 3) how these two can be turned into sound

Lesson 2. Using the completed foldable, bring in found instruments. Students work together to match and create short themes, ideas, rhythms, **statements** for each item on their foldable, and begin to arrange those ideas using any kind of notation they wish, and establishing a legend.

Lesson 3. Students will rehearse and perform their compositions with the artwork in the background. The rest of the class will have an opportunity to provide feedback for revision. This stage will be recorded.

Lesson 4. After listening to their in-class performances and reading peer feedback, the groups will have the opportunity to make revisions to their graphic score, to generate a second edition, and brainstorm possible performances.

Materials

Reproducibles

Warm-up Lines

Foldable Template

Rubric Example

Self-reflection continuum

Group assessment sheet

Equipment

Artwork prints, access to artwork online

One existing print for display in class - introductory activity

Box of collected "Found Objects" for students who forget

Means of recording (computer in classroom, microphone, mini-disc player, software)

Larger sheets of paper for graphic scores

Display Technology (optional) for recalling previous class learning

Lesson One (70 mins - can be divided into two periods)

Minds On - 10 mins, whole class

Using the norms of soundscape creation established in previous classes, we have 10 seconds of silence. Conductor points to pre-drawn lines (line seems to be the easiest art element to interpret aurally, allows for quick focus for this lesson) on the board and students vocalize/body percussion to interpret them. Student volunteer then changes lines, another student leads the class through the process, stopping and switching lines, changing tempos etc.

Environment

Use of space has students standing together outside of the regular band setup.

Can be part of the composition regardless of where they are sitting/standing, and to the degree they are comfortable. Clear instructions given and a reminder of "norms". Choices involved in an improvised soundscape (connection to previous learning) - vocalising or making another sound = comfort level addressed.

Consolidation and Connection - 20-25 mins, partners to whole class

One sample artwork is posted at front or displayed on projector.

In partners: Think of ways to describe the use of **line, space, colour, texture** in this painting. Try to come up with a word for each based on what you see.

Have a student track observations on first column of 3 on the board.

In different or same partners: How does the painting make you feel? What doesn't it make you feel? Record as many observations in the middle column. *Encourage students to be true to their own reactions and not "just do what is on the board".*

As a class: How can these be turned into sound? Class experimentation. Write/Draw on the 3rd column of the board... get a student volunteer!

Quick recap - Minds Back On

Why are we talking about art elements in music? What might be our goal here?

What do you think will come next?

Action - 30 mins, small groups 3-4

Title each column "What We See", "What We Feel", "What We Hear"

Group students according to prior assessment of their learning based on their learning preferences in working with improvised, non-traditional music.

Have each group choose from the selections of artwork provided, or search using classroom computers/smartboard for other ideas. Any medium okay - choice.

Hand out a **3-column foldable template** and have the group work toward completing it, brainstorming ideas for sounds they get from their observations and interpretations of the artwork and planning objects to bring in for next class.

Modifications-Extensions

Students in groups that are more risk-averse will find one sound interpretation for each of the four visual elements from their previous learning in art. (more isolation, concrete ideas)

Students may extend the foldable to include narrative ideas/artistic intent as well as interpretative observations - this may help them connect to a score idea later on

Modified IEP (O.L.) -He will choose an art work and focus on emotional response and sound interpretation with dynamics, pitch, and tempo.

Consolidation part Two - Wrap-Up - 5 mins

Remind students to bring found sounds to interpret their ideas (homework helper)

Encourage positive feedback about how it's going so far!

Lesson Two (40 mins)

Minds On - 5 mins, whole class

Group sharing of found sounds: each student “plays their instrument” and observe and describe each.

Environment

Use of space: sitting in a circle. Students are immediately included in the class. If they have forgotten, have a box of sundry objects ready for them to quietly choose from.

Clear instructions given and a reminder of “norms”. Choices involved in an improvised soundscape (connection to previous learning): How can i make a sound with my object?

Consolidation and Connection - 10 mins, individually then group

Teacher recalls art from previous lesson that was interpreted by the whole class. The words in the 3rd column can be replaced or supplemented with visual designs which are agreed upon as a group. Using the norms of soundscape creation established in previous classes, we have 10 seconds of silence. Then the conductor/student conductor leads us through the same minds-on activity from last lesson (with the added level of our already-observed artwork, as well as the found sound items brought in).

Quick recap - Minds Back On

2 minutes to individually think about whether or not our class soundscape was true to the original art. Why or why not? If time, make some changes.

Action - 20 mins, small groups 3-4

Using their foldable, students will create and visually document one statement

(action/theme/rhythm) for each item on their 3rd panel. This will become the legend for the graphic score of their song. Encourage them to think about how they would like to start and end the song.

Modifications-Extensions

If they are stuck on this, encourage them to match the 1st and 2nd panels with a found sound, brainstorm basic rhythms, think about the contrasts they see, and the contrasts they know in music.

Encourage students to go as far in the scoring process as possible, adding musical conventions or symbols if they wish.

Modified IEP - He will plan a beginning, a middle and an end with his chosen sounds and musical opposites, and begin to draw a map of his song.

***Assessment - Teacher observations re: each group/student and their approach to the process/group work**

Consolidation part Two - Wrap-Up

Which way is easier, having a beginning middle end traditional score or having your palette in front of you to choose from?

Could you do both? How can you combine both ways of creating?

Safely store found instruments.

Lesson Three (40 mins + 40 mins)

Minds On - 5 mins, whole class

Teacher displays the Class Artwork and the Graphic Score they created in the last lesson. Using the artwork as inspiration the whole class moves through the graphic score.

Environment

Creates the mindset that the artwork is still there and not to forget it throughout the process.

Consolidation and Connection - 20 mins, small groups

Groups have time to remember their statements from the foldable and agree on ordering them on the large paper. Give more time if necessary, always refer back to the artwork for feeling and questioning.

Quick recap - Minds Back On

2 minutes to think about whether or not our group soundscape was true to the original art. Why or why not? If time, make some changes.

Action - "Take One" Presentations - rest of class and next period.

Students introduce their artwork, a new title if they have one, and play through the score. They may wish to showcase each item on their legend before beginning, to have a conductor or not, etc.

Modifications-Extensions

Adjustments to the physical setup of the room in cases of high anxiety

Power Clap - "1, 2, 3, Unison CLAP!" to eliminate levels of support between groups.

Have a student be recording technician

****Assessment - Students have feedback opportunities after the presentations, a chance to ask questions for clarification and offer encouragement and constructive criticism. Recording device is used so students can evaluate in 1 (or 2) class's time.***

Consolidation part Two - Wrap-Up

Thank the class for supporting their peers, remind the other groups they are to be ready for next period.

Safely store found instruments.

Lesson Four (40 mins)

Minds On - 5 mins, individually

Anticipation Guide - Will help with group evaluation. Each group member has an agree----disagree continuum and fills it out accordingly. The following 8 statements are read aloud:

- Our group had fun going through this process
- The process is over, completely finished
- There are things I would change about our performance
- There are things I would change about our graphic score
- I can name more than five connections between art and music
- If someone picked up our score they would know how to play our song
- It is not important to create new music and improvise
- I contributed to my group and to the creative process

Environment

Promotes focus on their own work and the opportunity for self-reflection and how they contributed to the group

Action/Consolidation - Group Assessment - 20-25 mins small groups

Groups will combine their self-reflections to fill out a group assessment together. During this time each group will have the chance to use the music office to listen to their composition and informally evaluate the recorded version of their performance. They will then have the Foldable, Graphic Score, and Listening experience to go on.

Modifications-Extensions

If facilities are available, groups can listen in different locations provided the technology works out.

****Assessment - Students hand in self-reflection continuum sheets and groups hand in their group evaluations***

Consolidation and Connection - 10 mins full class

Discuss final rubric with students (a sample version is provided, but is of course as elastic as you wish it to be!)

Brainstorm the next step of composition performance... some ideas, depending on which teachers are on board/your class dynamic...:

- The groups perform for another junior class, without the works of art displayed. The audience is in groups and must then look at the graphic score, listen to the composition they have been assigned, and create their own visual art.
- The groups perform for an intermediate class, with the art displayed but without the scores displayed. The audience will create their own graphic score based on the composition.
- The groups perform for a primary class, with all of the artworks displayed, and the class will guess which artwork they are hearing, say why, etc.

Self-Reflection Continuum Template

Name:

Class:

Mark where **you** are on the scale for each question that is asked. If you have any additional feedback please use the side or back of the page.

1. _____

①	②	③	④	⑤
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

2. _____

①	②	③	④	⑤
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

3. _____

①	②	③	④	⑤
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

4. _____

①	②	③	④	⑤
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

5. _____

①	②	③	④	⑤
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

6. _____

①	②	③	④	⑤
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

7. _____

①	②	③	④	⑤
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

8. _____

①	②	③	④	⑤
Strongly Agree	Agree	Neither	Disagree	Strongly Disagree

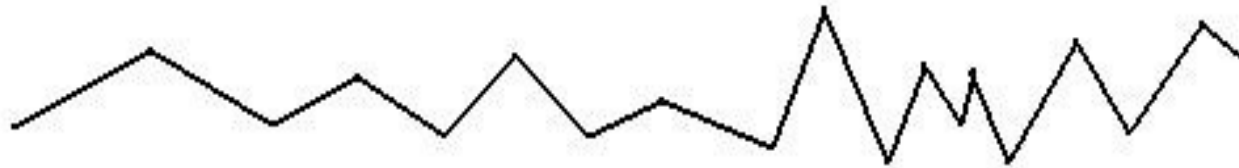
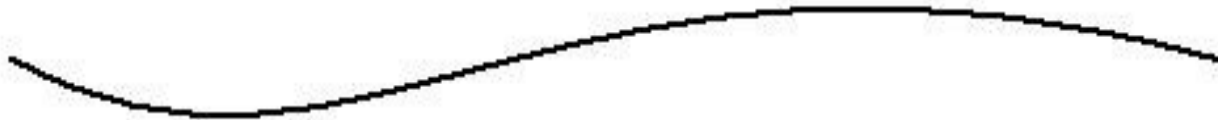
Group Assessment Sheet

1. Which question on the self-reflection did your group disagree with the most?
2. Which part did you most agree on?
3. List any changes you would make to your graphic score based on your peer feedback and listening to your performance. Point form is OK, the more detail the better!
4. What stage of the process was easiest for your group? (brainstorming-foldable, creating the graphic score, practice, performance, revision) Why do you think this is?
5. What ideas or advice do you have for students doing this project for the first time?
6. Do you have anything else you wish to add as a group?

Example for group composition - J.E.H. MacDonald *October Shower Gleam*
*get a real print if you can!



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WHAT WE SEE

WHAT WE FEEL

WHAT WE HEAR

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RUBRIC - GROUP GRAPHIC COMPOSITION INSPIRED BY ARTWORK!

Group: _____ Group Members: _____

	Level 1	Level 2	Level 3	Level 4
Foldable Completed	Group includes no vocabulary and no connections between the three panels (see-feel-hear)	Group includes some elements of design and makes some connection to sounds.	Group includes the elements of design and connects each to sounds.	Group includes the elements of design and many connections to feeling and sounds.
Performance	Performance is not complete/does not reflect learning.	Performance is complete and shows some learning and knowledge of the score.	Performance is well rehearsed and shows previous learning and good knowledge of the score.	Performance is very well rehearsed, shows previous and new learning and a good knowledge of the score.
Self-reflection	All or most of the forms are missing	Group members have submitted their self-reflections	Group members have submitted their self-reflections and used them to assess the group.	Group members have used their self-reflections to make a detailed group assessment
Group assessment	Group assessment is complete with little detail and effort	Group assessment is complete with some detail about the creative process.	Group assessment is completed in detail and shows progress through the creative process.	Group assessment is detailed, effective and has shown progression through the creative process.

TOTAL : 8 + = /20